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ABSTRACT

This study assesses the academic performance of Capital Community-Technical College (CCTC) students who transferred to senior institutions in Connecticut and neighboring states between the academic years of 1993-94 and 1996-97. It was designed to address the students' experience at CCTC as compared to the students' experiences at their senior institutions, and the relationships between the CCTC experience and the outcomes at the senior institutions. A total of 27 senior institutions participated in the study. A questionnaire was distributed to former CCTC students to measure the extent to which they have achieved their goals, and to gather information on the students' perceptions of their satisfaction with the quality of academic and student services provided by CCTC. A total of 101 students responded to the questionnaire. The study found that 61.4% of respondents achieved their educational goals "to a great extent", while an additional 31.7% achieved their educational goals "to some extent." In regards to student and academic services, "grade reporting/transcript processing" and "course content" received the highest ratings (80.6% and 88.3% respectively), while "counseling for program/course selection" and "instructional support for my curriculum" received the lowest rankings (31.7% and 27.2% respectively). Tabled results are presented for each of the 12 questions. The survey instrument, the list of participating senior institutions, CCTC's mission statement, and a list of majors offered at CCTC are appended. (TGO)

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ED 431 441

Capital
Community-Technical College

Organizational Effectiveness
Through Assessing Institutional Outcomes:
Measuring the Transfer Function at CCTC

Ira Rubenzahl, President

The Office of Institutional Research
March 31, 1998

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Kim Danek

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Organizational Effectiveness
Through Assessing Institutional Outcomes:
Measuring the Transfer Function at CCTC

The Office of Institutional Planning,
Research, and Assessment

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Academic Performance of CCTC Students Transferring to Institutions of Higher Education

Introduction:

Institutional effectiveness is the process of setting institutional mission, formulating institutional goals, developing methodologies to evaluate the extent to which those goals are being achieved, and finally, using the results of the evaluation to improve institutional mission (NEASC, 1995). Demands for public resources and greater public attention to higher education accountability and effectiveness creates greater need to measure transfer success of community college students (Bender, 1977; Bowen, 1974; Kean, 1988; Barkley, 1993). One of the major components of the Capital Community-Technical College's mission statement is that of preparing students for transfer to senior institutions of higher education (see Appendix A: CCTC Mission Statement, 1997).

Methodology:

Design:

This study was designed to address: a) the students' experience at CCTC; b) the students' experience at senior institutions; c) the relationships between the CCTC experience and the outcomes at the senior institutions. Descriptive statistics and exploratory data analysis were used to respond to parts (a) and (b) of the design. Inferential statistics and qualitative research methods were used to respond to part (c) of the design.

This study's purpose was to collect information about the academic performance of CCTC students who transferred to senior institutions in Connecticut and neighboring states between the academic years of 1993-94 and 1996-97. The study was comprised of two related, yet separate components.

The first component of the study began in March 1997 by collecting data and information from colleges that had received transfer students from CCTC. Fifty-eight public and private four-year institutions were contacted by mail (three mailings, including an original letter and two follow-ups) with 27 colleges responding (46.6%). Demographic information and data on academic performance of former CCTC students were provided by 13 institutions. See Appendix B for the names of institutions contacted and for the types of data provided by these senior institutions. A transfer database was created for the former CCTC students using ACCESS and SPSS.

In the second component of this study, the data obtained from senior institutions on former CCTC students was merged with the CCTC student information database (MARKOS). A questionnaire was designed and mailed to former CCTC students listed

in the transfer database (see Appendix D). The purpose of the questionnaire was two folds: 1) to examine the students' goals and to measure the extent to which they have achieved their goals; 2) to gather information on the students' perceptions of their satisfaction with the quality of academic and student services provided by CCTC. Two mailings (an original and a follow-up) were sent to former CCTC students. The response rate was 32.2 percent.

Data Elements:

Ewell, 1987, believes that the best approach to evaluating student transfer involves the creation of tracking systems based on research files constructed for following the progress of students over time. A number of decisions must be made including identifying who will be tracked, how long they will be tracked, and which data elements to include.

Variables used in this research are:

Demographic Variables;

Gender, ethnicity, age at enrollment to senior institution.

Academic Variables;

Grade point average at CCTC,
Grade point average at the senior institutions,
First semester grade point average at the senior institutions,
Credit hours completed at CCTC for all transfer students,
Credit hours completed at CCTC for transfer students who graduated before transferring to senior institutions,
Curriculum of study at CCTC,
Curriculum of study at senior institutions.

Questions for the Study:

This study was designed to answer the following questions:

Q1. What are the demographic characteristics of former CCTC students who transfer to senior institutions?
Q2. Where do former CCTC students transfer?
Q3. Do transfer students meet their academic objectives?
Q4. What is the credit hour completion pattern by CCTC students prior to transferring to senior institutions?
Q5. What is the credit hour completion pattern by CCTC students who graduated prior to transferring to senior institutions.
Q6. What is the credit hour acceptance pattern of transfer students by senior institutions?
Q7. What are the majors of former CCTC students prior to transfer, based on gender and ethnicity?

Q8. What is the graduation pattern of former CCTC students prior to transfer, based on major, gender, and ethnicity?
Q9. Are the transfer students academically successful at CCTC and at senior institutions?
Q10. What is the credit hour completion pattern of former CCTC students after transferring to senior institutions?
Q11. How do former CCTC students rate the quality of academic and student services at CCTC?
Q12. Does gender or ethnicity make a difference in the academic achievement of students who transfer to senior institutions?

Limitations of the Study:

A few limitations were present in this study and several factors need to be considered when using the results of this study. First, the data is limited only to students who transferred to senior institutions during the academic years of 1993-94 through 1996-97. Second, the list of receiving institutions was retrieved from the transcript files of the CCTC students who applied to these institutions. In other words, the data on transfer students is limited to the 58 baccalaureate granting institutions in Connecticut and its neighboring states that received the researcher's invitation. Third, the response rate from the senior institutions was low. Of the 31 colleges who did not reply, approximately one third had called and informed us that their college did not have the data management and computer information data capability to respond to the research request. And approximately one third called and informed us that due to the nature of data and confidentiality issues in the state of Connecticut, they were not willing to share their student information with the researcher. Of the 13 institutions that did reply, several sent inaccurate or inadequate data.

Overview of the Data Base:

Phase I.	N	%
Total number of transfer students in database	464	100.0
Students with complete information	292	62.9
Students with 12 or more credits and complete information	275	59.3
Students with incomplete or erroneous information	172	37.0
Students who graduated before transfer	242	52.2

Phase II.	N	%
Number of Student Surveys Sent*	366	100.0
Students responded	101	27.6
Students moved: do not have up-to-date addresses	51	
Student attended too long ago	1	
Student did not attend	1	
Student is in Europe	1	
Students did not respond	211	57.6

* Addresses were not available for 98 of the students in the transfer database.

Analysis:

Q1. What are the demographic characteristics of former CCTC students who transfer to senior institutions?

The demographic characteristics of the former CCTC students who transferred to senior institutions are presented in Table 1. Of the total CCTC transfer students reported by senior institutions during the academic years 1993-94 through 1996-97, approximately 38.4 percent were male and 61.6 percent female. The ethnic background of the transfer students was reported as 45.0 percent White, 28.7 percent Black, 9.9 percent Hispanic, 8.6 percent others, and 7.8 percent of unknown category. Except for the "other" ethnic category, female students transferring to senior institutions have outnumbered male students. The percentage of Hispanic students who transferred was proportionally lower than the percentage of headcount enrollment among all ethnic groups, followed by Black students. On the contrary, the percentage of White and unknown students who transferred was proportionally higher than the percentage of headcount enrollment among all ethnic groups.

The age categories of the transfer students consisted of approximately 1.1 percent below age 19, 51.8 percent between age 20 and 29, 33.3 percent between age 30 and 39, 12.0 percent between age 40 and 49, and 1.8 percent above 50 years of age. The results of the data analysis indicate that a significant proportion of the students (81.6%) who transferred to senior institutions were between the ages of 20 and 39 years old.

Table 1. Demographic Characteristics of Former CCTC Students who Transferred to Senior Institutions (Academic Years 1993 through 1996)

Student Group	White	Black	Hispanic	Other	Unknown	Total %	Total N
Male	17.9	10.3	3.2	4.7	2.2	38.4	178
Female	27.2	18.3	6.7	3.9	5.6	61.6	286
Totals	45.0	28.7	9.9	8.6	7.8	100.0	464

Table 1a. Demographic Characteristics of CCTC Students, Fall 1995

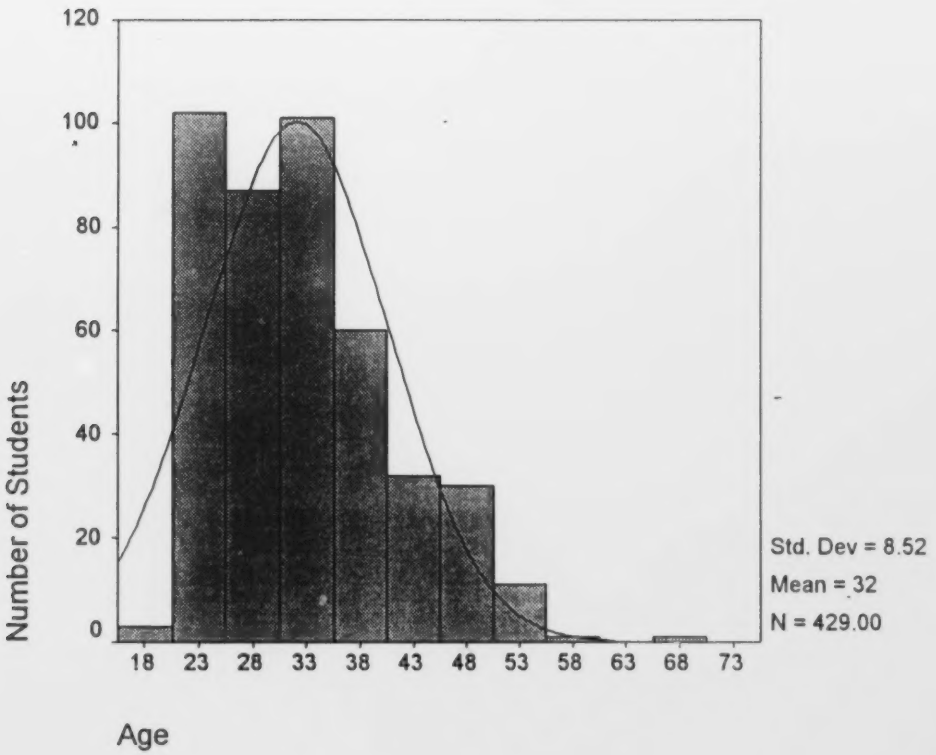
Student Group	White	Black	Hispanic	Other	Unknown	Total %	Total N
Male	16.4	10.4	5.1	4.0	0.5	36.0	1015
Female	21.1	24.9	13.5	3.9	0.0	64.0	1819
Totals	37.5	35.4	18.6	8.0	0.5	100.0	2834

Table 2. **Age Distribution of Former CCTC Students at the Time of Entering Senior Institutions, Based on Gender (Academic Years 1993 through 1996)**

Student Group	0 - 19	20 - 29	30 - 39	40 - 49	50 +
Male	0.2	20.5	14.0	4.0	0.2
Female	0.7	23.5	23.5	10.5	2.8
Totals	0.9	44.1	37.5	14.5	3.0

Total number of students = 429

Figure 1. **Age Distribution of Former CCTC Students at the Time of Entering Senior Institutions**



Q2. Where do former CCTC students transfer?

Table 3 presents data on the senior institutions that provided information on former CCTC students. Of the institutions that responded to this study, Central Connecticut State University reported the highest number of transfers (49.4 percent), followed by University of Hartford (30.0 percent), Regents College (10.1 percent), Trinity College (5.0 percent), Teikyo Post University (2.6 percent), Albertus Magnus College (1.3 percent), Sacred Heart University (0.4 percent), Columbia University (0.4 percent), Wesleyan University (0.2 percent), University of Massachusetts at Amherst (0.2 percent), University of Bridgeport (0.2 percent), and State University of New York at Buffalo (0.2 percent).

Table 3. Senior Institutions to which Former CCTC Students Transferred (Academic Years 1993 through 1996)

University/College	City	State	Students (%)
Central Connecticut State University	New Britain	CT	49.4
University of Hartford	West Hartford	CT	30.0
Regents College	Albany	NY	10.1
Trinity College	Hartford	CT	5.0
Teikyo Post University	Waterbury	CT	2.6
Albertus Magnus College	New Haven	CT	1.3
Sacred Heart University	Fairfield	CT	0.4
Columbia University	New York	NY	0.4
Wesleyan University	Middletown	CT	0.2
University of Massachusetts at Amherst	Amherst	MA	0.2
University of Bridgeport	Bridgeport	CT	0.2
State University of New York at Buffalo	Buffalo	NY	0.2

Q3. Do transfer students meet their educational goal(s)?

The following is the result of data analysis on the intended educational goals and the academic achievements reported by former CCTC students who transferred to senior institutions. Of the total number of students (101) who responded to the transfer survey, 71.3 percent indicated that their intended educational goal at the time they enrolled at CCTC was to obtain an Associate degree and 36.6 percent indicated that they intended to prepare for transfer to another college. Of those who transferred, 16.8 percent reported that their future educational plans were to seek a Ph.D., 40.6 percent a Master's degree, and 35.6 percent a Bachelor's degree. It is important to note that 93.1 percent of the former CCTC students who transferred to senior institutions acknowledged that they have met their educational goals to some extent (31.7 percent), or to a great extent (61.4 percent).

Students' Perceptions on Their Educational Goals and Achievements

Intended educational goal at the time you initially enrolled at CCTC:*

71.3%	To obtain an Associate Degree
2.0%	To obtain a certificate
36.6%	To prepare for transfer to another college
2.0%	To complete a Vocation/Technical Program
2.0%	To obtain or maintain a certification
6.9%	To take some job-related courses
5.9%	To take some courses for personal satisfaction
5.9%	Other

Amount of education planned for the future:*

16.8%	Ph.D. and higher
40.6%	Master's degree
35.6%	Bachelor's degree
2.0%	Associate degree
2.0%	Professional degrees and diplomas
1.0%	None
5.9%	Other

The extent to which you have achieved your educational goal(s):

61.4%	To a great extent
31.7%	To some extent
4.0%	Uncertain
0.0%	Hardly at all
1.0%	Not at all

* Student could select more than one choice (total is greater than 100%).

Q4. What is the credit hour completion pattern by CCTC students prior to transferring to senior institutions?

Table 4 and Figures 2 and 4 present data on the number of credit hours earned by former CCTC students prior to transfer to senior institutions. The results of data analysis indicate considerable variability in the number of credit hours earned by students at CCTC prior to transferring to baccalaureate institutions.

Transfer students' exposure to Capital Community-Technical College was substantial. Approximately 3.1 percent of students had earned less than 6 credit hours and 58.9 percent of students had earned over 60 credit hours at CCTC prior to transfer. Fewer than 8.2 percent had earned less than 12 credit hours and a significant proportion of students (20.5 percent) had earned 80 or more credit hours - well beyond the minimum requirement for graduation in the Associate degree program at CCTC.

The modal observation for the number of earned credit hours was between 60 and 79. In other words, the highest percentage (38.4 percent) of transfer students had earned between 60 and 79 credit hours. The percentage of female students in the modal group was greater than male students (23.3 percent female versus 15.1 percent male). And, in contrast to the ethnic proportion of transfer students (28.4 percent Black students versus 43.8 percent White students) significantly more Black students had earned the modal credits of 60 to 79 (13.7 percent Black students versus 13.7 percent White students) prior to transfer to senior institutions.

The results of the data analysis also indicate that the highest percentage of students (22.5 percent) who transferred with 60 to 79 credit hours was in the age range of 20 to 29.

Table 4. Credit Hours Earned by Former CCTC Students (292) Prior to Transfer to Senior Institutions (Academic Years 1993 through 1996)

Student Group	Totals	Credit Hours							
		6 or less	7 - 12	13 - 24	25 - 36	37 - 48	49 - 59	60 - 79	80 +
All	**100.0**	**3.1**	**5.1**	**7.2**	**7.2**	**8.6**	**9.9**	**38.4**	**20.5**
Gender:									
Male	**42.1**	0.3	2.4	3.8	2.7	3.1	2.4	15.1	12.3
Female	**57.9**	2.7	2.7	3.4	4.5	5.5	7.5	23.3	8.2
Ethnicity:									
White	**43.8**	1.7	2.4	4.8	4.8	3.1	3.8	13.7	9.6
Black	**28.4**	1.0	1.0	1.7	1.4	1.7	3.4	13.7	4.5
Hispanic	**9.6**	0.0	0.7	0.3	0.3	1.0	1.7	4.1	1.4
Others	**18.2**	0.3	1.0	0.3	0.7	2.7	1.0	6.8	5.1
*Age:**									
< 20	**1.1**	0.4	0.4	0.4	0.0	0.0	0.0	0.0	0.0
20 - 29	**51.8**	1.4	2.5	4.3	4.0	4.7	6.5	22.5	5.8
30 - 39	**33.3**	0.7	1.1	1.8	1.1	3.3	2.2	10.1	13.0
40 - 49	**12.0**	0.0	0.7	0.7	1.8	0.7	1.1	4.3	2.5
50 +	**1.8**	0.4	0.0	0.0	0.4	0.0	0.0	1.1	0.0

* 16 (5.5%) of the students are of unknown age and not included in the age section of this table.

Q5. What is the credit hour completion pattern by CCTC students who graduated prior to transferring to senior institutions?

Table 5 presents data on the percentage distribution of CCTC credit hours completed by the students who graduated prior to transfer to senior institutions (242 students). Table 5a represents data on the percentage distribution of CCTC credit hours completed by the students who graduated from CCTC prior to transfer versus the entire sample of CCTC transfer students.

The results of the data analysis indicate even more variability in the number of credit hours earned by students who graduated from CCTC prior to transfer than the credit hours earned by the students in the entire sample of the transfer database. The credit hour completion pattern for the students who graduated prior to transfer was relatively more skewed to the lower end of credit completion than the credit hour completion pattern of the entire sample of transfer students. In other words, the average number of credit hours completed by students who graduate prior to transfer to senior institutions is higher than those of the entire transfer sample.

Graduate transfer students' exposure to the college was substantial. Approximately 0.4 percent of CCTC graduate students had earned less than 6 credit hours and 74.0 percent had earned over 60 credit hours at CCTC prior to transfer to senior institutions. A claim that three-fourths of the students stayed at Capital Community-Technical College long enough to earn the equivalent of at least two years of full-time study. Slightly over one-fourth of graduate students had earned between 13 and 59 credit hours and a little less than half had earned between 60 and 79 credit hours prior to transfer. It is also important to note that approximately 25 percent of the graduate students had earned 80 or more credit hours - well beyond the minimum requirement for graduation in any certificate or degree program at CCTC.

The modal observation for the number of credit hours earned was between 60 and 79. Approximately just under half of the transfer students had earned between 60 and 79 credit hours. The percentage of female students in the modal group was greater than male students (31.4 percent for female versus 18.2 percent for male). And, in contrast to the ethnic proportion of graduates who transferred to senior institutions (30.6 Black students versus 39.7 percent White students), significantly more Black students earned the modal credit hours of between 60 and 79 (19.4 percent Black students versus 14.9 percent White students).

The results of the data analysis also indicate that the highest percentage of graduates (22.6 percent) who transferred in the modal group were in the age range of 20 to 29.

Table 5. Credit Hours Earned by Former CCTC Students who Graduated (242) Prior to Transfer to Senior Institutions (Academic Years 1993 through 1996)

Student Group	Totals	Credit Hours							
		6 or less	7 - 12	13 - 24	25 - 36	37 - 48	49 - 59	60 - 79	80 +
All	**100.0**	**0.4**	**0.0**	**0.4**	**5.0**	**7.0**	**13.2**	**49.6**	**24.4**
Gender:									
Male	**40.1**	0.4	0.0	0.0	2.9	1.2	2.5	18.2	14.9
Female	**59.9**	0.0	0.0	0.4	2.1	5.8	10.7	31.4	9.5
Ethnicity:									
White	**39.7**	0.0	0.0	0.4	2.9	4.5	5.4	14.9	11.6
Black	**30.6**	0.0	0.0	0.0	1.2	0.8	3.7	19.4	5.4
Hispanic	**11.2**	0.0	0.0	0.0	0.4	0.8	2.1	6.2	1.7
Others	**18.6**	0.4	0.0	0.0	0.4	0.8	2.1	9.1	5.8
*Age:**									
< 20	**0.5**	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5
20 - 29	**38.9**	0.0	0.0	0.0	1.4	2.3	5.9	22.6	6.8
30 - 39	**42.5**	0.0	0.0	0.5	1.4	3.6	4.1	18.1	14.9
40 - 49	**14.5**	0.0	0.0	0.0	1.8	0.5	1.8	7.2	3.2
50 +	**3.6**	0.0	0.0	0.0	0.5	0.9	0.5	1.4	0.5

* 21 (8.7%) of the students are of unknown age and not included in the age section of this table.

Table 5a. Comparison of the Credit Hours Earned by Former CCTC Students who Transfer to Senior Institutions after Graduation (242) Versus the Entire Usable Sample of Transfer Students (292) (Academic Years 1993 through 1996)

Student Group	Totals	Credit Hours							
		6 or less	7 - 12	13 - 24	25 - 36	37 - 48	49 - 59	60 - 79	80 +
Usable Sample	**100.0**	**3.1**	**5.1**	**7.2**	**7.2**	**8.6**	**9.9**	**38.4**	**20.5**
Graduates	**100.0**	**0.4**	**0.0**	**0.4**	**5.0**	**7.0**	**13.2**	**49.6**	**24.4**

Q6. What is the credit hour acceptance pattern of transfer students by senior institutions?

Overall, the number of transfer credits accepted by the senior institutions was lower than the number of credits earned at Capital Community-Technical College. Table 6, Figure 3, and Figure 5 present the data on the number of transfer credits accepted by the senior institutions.

The average number of credit hours accepted by senior institutions was 44 with a standard deviation of 29.1 compared to the average number of credit hours completed prior to transfer of 60 with a standard deviation of 29.4. This constitutes a loss of 16 credits of community college course work. This may suggest that senior institutions do not readily consider community college credits as college level work appropriate for transfer, especially in the case of remedial courses. This may also suggest lack of strong articulation agreements between state community colleges and senior institutions. The loss of community college credits upon transfer requires further examination.

Data analysis on credit hour completion and acceptance using the results of the box-and-whisker plot (Tukey, 1971) is presented in Figures 4 and 5. Variations in the number of credit hours completed at CCTC and credit hours accepted by senior institutions by ethnicity was greater for White students followed by the "others" category. The credit hour completion and acceptance for Hispanic students at CCTC had the least variation, followed by Black students.

Table 6. Credit Hours Accepted by Senior Institutions (292) (Academic Years 1993 through 1996)

Student Group	Totals	Credit Hours							
		6 or less*	7 - 12	13 - 24	25 - 36	37 - 48	49 - 59	60 - 79	80 +
All	**100.0**	**16.4**	**3.5**	**9.1**	**9.8**	**11.9**	**14.0**	**25.2**	**10.1**
Gender:									
Male	**42.0**	3.5	1.7	4.9	3.8	3.1	7.3	10.8	6.6
Female	**58.0**	12.9	1.7	4.2	5.9	8.7	6.6	14.3	3.5
Ethnicity:									
White	**43.7**	8.4	1.7	5.2	4.5	5.2	3.5	10.8	4.2
Black	**28.3**	4.9	0.7	2.1	1.7	2.4	5.9	8.4	2.1
Hispanic	**9.4**	0.3	0.7	0.7	1.7	0.7	2.1	2.4	0.7
Others	**18.5**	2.8	0.3	1.0	1.7	3.5	2.4	3.5	3.1
*Age:***									
< 20	**1.1**	0.4	0.4	0.4	0.0	0.0	0.0	0.0	0.0
20 - 29	**52.2**	5.2	2.2	7.4	5.2	7.4	10.4	11.9	2.6
30 - 39	**32.6**	5.9	0.4	0.7	2.2	3.7	2.2	10.4	7.0
40 - 49	**12.2**	3.3	0.4	0.0	2.2	1.1	2.2	2.2	0.7
50 +	**1.9**	0.4	0.0	0.0	0.4	0.0	0.0	1.1	0.0

* Several of the Senior Institutions do not accept transfer credits until the student has matriculated.

** 16 (5.5%) of the students are of unknown age and not included in the age section of this table.

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Figure 2. Credit Hours Completed at CCTC Prior to Transfer

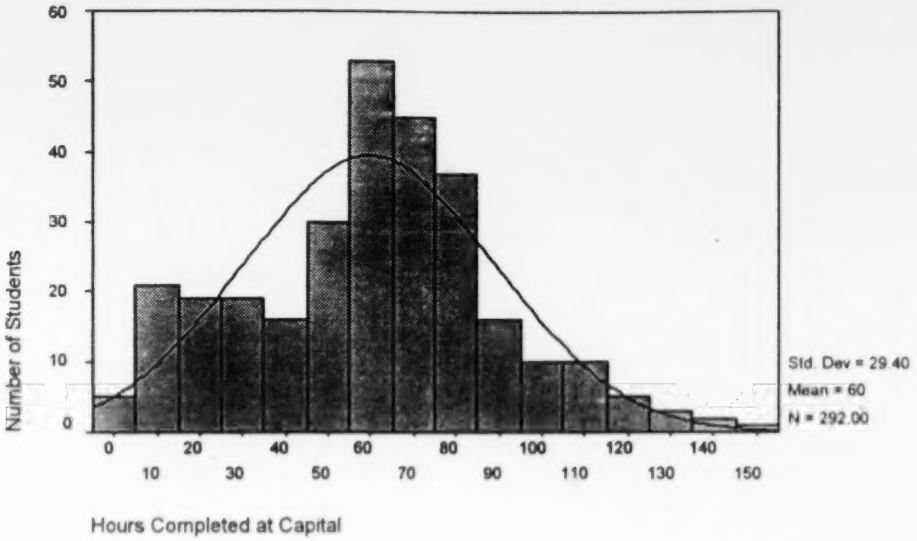


Figure 3. Credit Hours Accepted at Senior Institutions

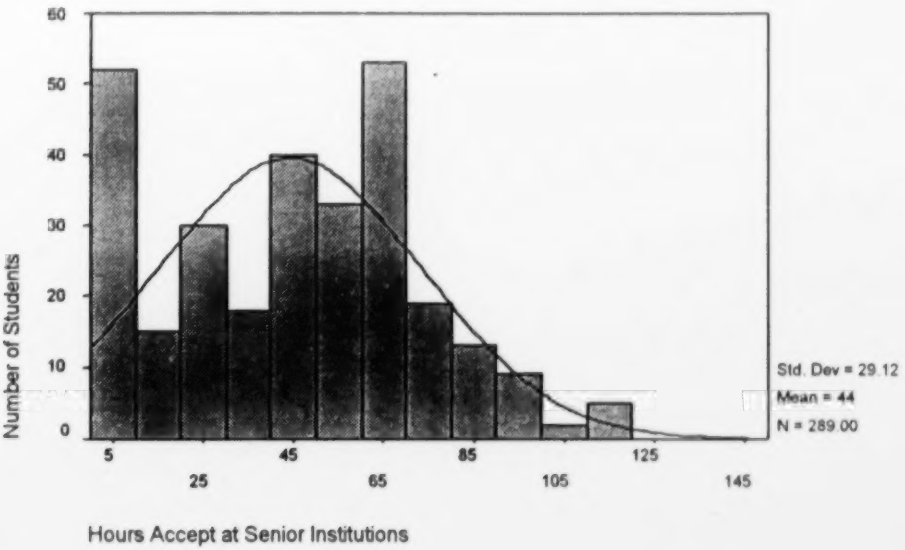


Figure 4. Credit Hours Completed at CCTC Prior to Transfer, by Ethnicity

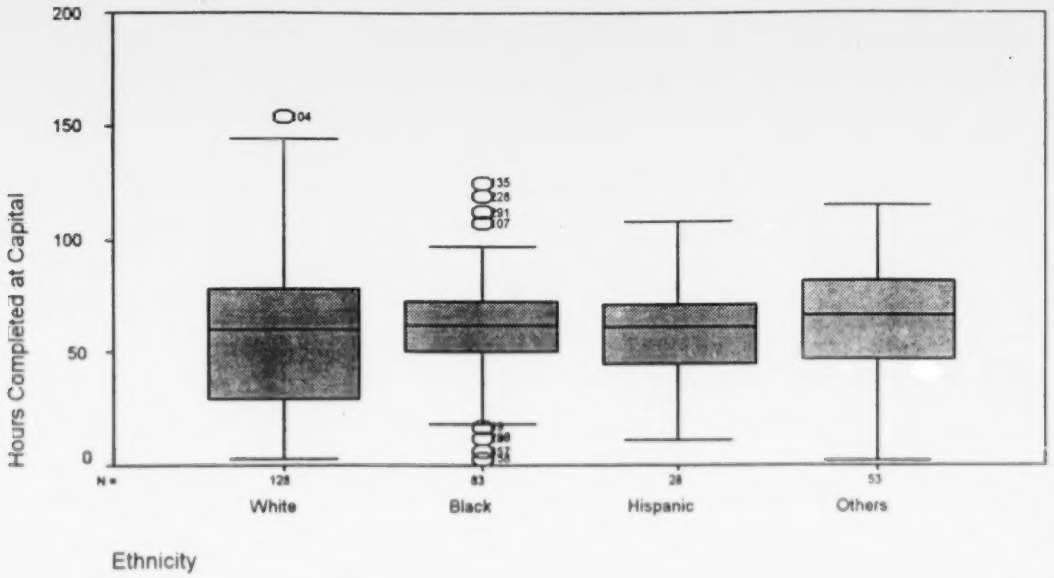


Figure 5. Credit Hours Accepted at Senior Institutions, by Ethnicity

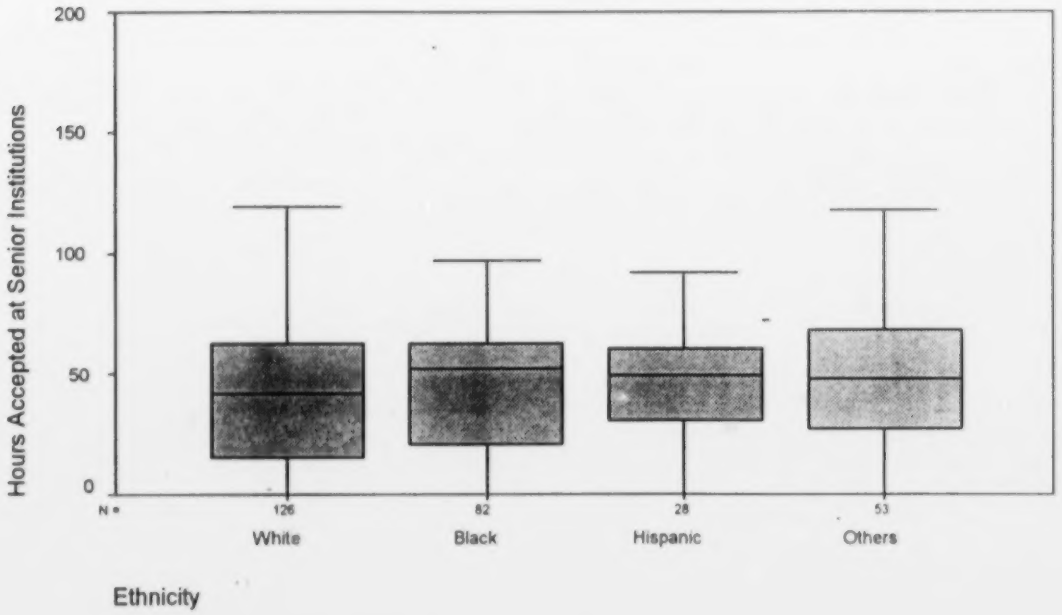
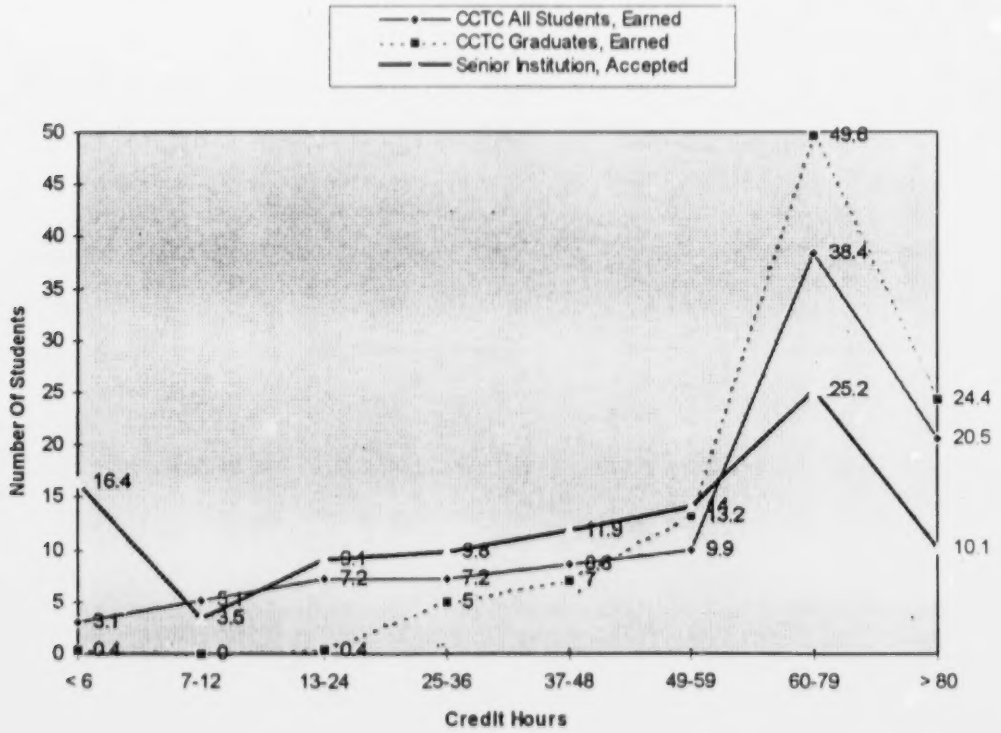


Table 6a. Comparison of Credit Hours Completed at CCTC and Credit Hours Accepted by Senior Institutions (Academic Years 1993 through 1996)

Student Group	Totals	Credit Hours							
		6 or less	7 - 12	13 - 24	25 - 36	37 - 48	49 - 59	60 - 79	80 +
Credit Hours Completed by All Transfers	100.0	3.1	5.1	7.2	7.2	8.6	9.9	38.4	20.5
Credit Hours Completed by Graduates	100.0	0.4	0.0	0.4	5.0	7.0	13.2	49.6	24.4
Credit Hours Accepted by Senior Institutions	100.0	16.4	3.5	9.1	9.8	11.9	14.0	25.2	10.1

Figure 6. Credit Hour Comparison between CCTC and Senior Institutions



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Q7. **What are the majors of former CCTC students prior to transfer, based on gender and ethnicity?**

Table 7 presents data on the curricula majors of former CCTC students (464), prior to transfer to senior institutions, based on gender and ethnicity.

Approximately 60 percent of the students who transferred to senior institutions had matriculated into five academic majors and slightly less than 18 percent of transfer students had enrolled with a non-degree status. The highest percentage of students who transferred to senior institutions were matriculated in the following majors: Liberal Arts (31.9 percent), Nursing (15.1 percent), Accounting (4.5 percent), and Data Processing (4.5 percent). On the contrary, the lowest percentage of students who transferred to senior institutions were matriculated in the following majors: Professional Secretary (0.2 percent), Marketing Management (0.2 percent), Labor Studies Certificate (0.2 percent), General Engineering Technology (0.2 percent), and Electrical and Computer Engineering Technology (0.2 percent).

Table 7. CCTC Majors of Students who Transferred to Senior Institutions (Academic Years 1993 through 1996)

Major	Male	Female	White	Black	Hispanic	Other	Total
Liberal Arts	10.3	21.6	12.7	10.1	4.3	2.8	31.9
Non-Degree	6.7	11.2	9.3	4.7	0.9	0.2	17.9
Nursing	1.7	13.4	8.4	3.4	0.4	0.4	15.1
Accounting	1.7	2.8	1.3	2.2	0.2	0.4	4.5
Data Processing	1.5	3.0	0.6	3.0	0.4	0.4	4.5
Electrical Engineering Technology	3.9	0.2	2.6	0.4	0.0	1.1	4.1
Architectural Engineering Technology	1.5	1.3	1.9	0.2	0.6	0.0	2.8
Manufacturing Engineering Technology	2.8	0.0	1.7	0.2	0.0	0.9	2.8
Management	1.3	1.3	1.1	1.3	0.2	0.0	2.6
Business Management	0.6	1.1	0.4	0.2	0.4	0.0	1.7
Mechanical Engineering Technology	1.7	0.0	1.1	0.0	0.2	0.2	1.7
Civil Engineering Technology	1.1	0.2	0.9	0.0	0.2	0.2	1.3
Computer Engineering Technology	0.9	0.4	0.6	0.2	0.0	0.4	1.3
Chemical Engineering Technology	0.4	0.6	0.2	0.2	0.0	0.6	1.1
Early Childhood Education	0.0	0.9	0.0	0.4	0.4	0.0	0.9
Administrative Assistant	0.0	0.6	0.2	0.4	0.0	0.0	0.6
Allied Health Administration Certificate	0.0	0.6	0.0	0.0	0.0	0.6	0.6
EMT/Paramedic Certificate	0.4	0.0	0.4	0.0	0.0	0.0	0.4
Executive Secretary	0.0	0.4	0.0	0.0	0.2	0.0	0.4
General Studies	0.0	0.4	0.0	0.2	0.2	0.0	0.4
Office Administration	0.0	0.4	0.0	0.2	0.2	0.0	0.4
Radiology Technology	0.0	0.4	0.4	0.0	0.0	0.0	0.4
Accounting Certificate	0.0	0.2	0.0	0.2	0.0	0.0	0.2
Computer Programming	0.0	0.2	0.2	0.0	0.0	0.0	0.2
Computer Programming Certificate	0.2	0.0	0.2	0.0	0.0	0.0	0.2
Computer Technology Certificate	0.2	0.0	0.2	0.0	0.0	0.0	0.2
Computer-Aided Drafting Certificate	0.2	0.0	0.0	0.0	0.0	0.2	0.2
Data Processing Technology	0.2	0.0	0.2	0.0	0.0	0.0	0.2
Electrical & Comp Engineering Tech	0.2	0.0	0.0	0.2	0.0	0.0	0.2
General Engineering Technology	0.2	0.0	0.0	0.2	0.0	0.0	0.2
Labor Studies Certificate	0.2	0.0	0.2	0.0	0.0	0.0	0.2
Marketing Management	0.2	0.0	0.0	0.2	0.0	0.0	0.2
Professional Secretary	0.0	0.2	0.0	0.2	0.0	0.0	0.2
Totals	**38.4**	**61.6**	**45.0**	**28.7**	**9.1**	**8.6**	**100.0**

Q8. What is the graduation pattern of former CCTC students prior to transfer based on major, gender, and ethnicity?

Table 8 presents data for the graduation pattern of former CCTC students who transferred to senior institutions during the academic years of 1993-94 through 1996-97. Of the 464 students who were reported in our transfer database, 242 (52.2 percent) had graduated from CCTC in a certificate or associate's degree program prior to transfer.

Approximately three-fourths (76.4 percent) of the students who graduated from CCTC prior to transferring to senior institutions were matriculated in the following majors:

Major	Male	Female	White	Black	Hispanic	Other	Total
Liberal Arts	10.3	17.8	7.4	10.7	4.5	2.9	28.1
Nursing	2.9	22.3	14.0	5.4	0.4	0.8	25.2
Electrical Engineering Technology	7.0	0.0	4.5	0.8	0.0	1.7	7.0
Accounting	2.5	4.1	2.1	3.3	0.0	0.4	6.6
Data Processing	1.2	4.5	0.4	4.1	0.4	0.8	5.8
Manufacturing Engineering Technology	3.7	0.0	2.1	0.0	0.0	1.7	3.7

Female graduates who transferred outnumbered male graduates who transferred by approximately 60 to 40 which was proportionally lower than total number of transfers (61.6% female versus 38.4% male). The percentage of White students (39.7 percent) who graduated prior to transfer was greater than the percentage of Black students (30.6 percent), followed by Hispanic students (10.3 percent). However, proportionally more Black students than White graduated prior to transfer compared to the total number of transfers (28.7% Black versus 45.0% White).

Table 8. CCTC Majors of Students who Graduated Prior to Transfer to Senior Institutions (Academic Years 1993 through 1996)

Major	Male	Female	White	Black	Hispanic	Other	Total
Liberal Arts	10.3	17.8	7.4	10.7	4.5	2.9	28.1
Nursing	2.9	22.3	14.0	5.4	0.4	0.8	25.2
Electrical Engineering Technology	7.0	0.0	4.5	0.8	0.0	1.7	7.0
Accounting	2.5	4.1	2.1	3.3	0.0	0.4	6.6
Data Processing	1.2	4.5	0.4	4.1	0.4	0.8	5.8
Manufacturing Engineering Technology	3.7	0.0	2.1	0.0	0.0	1.7	3.7
Management	1.7	1.7	1.2	1.7	0.4	0.0	3.3
Business Management	0.8	1.2	0.0	0.4	0.8	0.0	2.1
Civil Engineering Technology	2.1	0.0	1.2	0.0	0.4	0.4	2.1
Mechanical Engineering Technology	2.1	0.0	1.2	0.0	0.4	0.0	2.1
Architectural Engineering Technology	0.8	0.8	0.8	0.4	0.4	0.0	1.7
Chemical Engineering Technology	0.8	0.8	0.4	0.4	0.0	0.8	1.7
Administrative Assistant	0.0	1.2	0.4	0.8	0.0	0.0	1.2
Early Childhood Education	0.0	1.2	0.0	0.4	0.8	0.0	1.2
Computer Engineering Technology	0.8	0.0	0.4	0.0	0.0	0.4	0.8
EMT/Paramedic Certificate	0.8	0.0	0.8	0.0	0.0	0.0	0.8
Executive Secretary	0.0	0.8	0.0	0.0	0.4	0.0	0.8
Non-Degree	0.4	0.4	0.4	0.0	0.4	0.0	0.8
Office Administration	0.0	0.8	0.0	0.4	0.4	0.0	0.8
Radiology Technology	0.0	0.8	0.8	0.0	0.0	0.0	0.8
Accounting Certificate	0.0	0.4	0.0	0.4	0.0	0.0	0.4
Computer Programming Certificate	0.4	0.0	0.4	0.0	0.0	0.0	0.4
Data Processing Technology	0.4	0.0	0.4	0.0	0.0	0.0	0.4
General Engineering Technology	0.4	0.0	0.0	0.4	0.0	0.0	0.4
General Studies	0.0	0.4	0.0	0.0	0.4	0.0	0.4
Labor Studies Certificate	0.4	0.0	0.4	0.0	0.0	0.0	0.4
Marketing Management	0.4	0.0	0.0	0.4	0.0	0.0	0.4
Professional Secretary	0.0	0.4	0.0	0.4	0.0	0.0	0.4
Totals	**40.1**	**59.9**	**39.7**	**30.6**	**10.3**	**9.9**	**100.0**

Q9. Are the transfer students academically successful at CCTC and at senior institutions?

Table 9 and Figures 7, 8, 9 and 10 present data on the cumulative GPA of transfer students at CCTC as well as their cumulative and first semester GPA at the senior institutions. Overall, the students achieved grades well above passing levels at both CCTC and the transferring institutions. As a group, they achieved an overall GPA of 2.97 at CCTC compared to an overall GPA of 2.54 at the senior institutions. In addition, their overall first semester GPA at senior institutions dropped slightly from the cumulative 2.97 at CCTC to 2.64, a change of 13 percent.

The cumulative GPA for female students at both CCTC and the senior institutions was higher than for males. Among the age groups transferring to senior institutions, the age group of less than 20 had the lowest GPA at both CCTC and the transferring institutions. And among the ethnic categories, the "other" minority group had the highest GPA at both CCTC and the receiving institutions.

In another attempt to analyze the academic success of CCTC transfer students, a Pearson correlation analysis was conducted to determine if variance in four-year GPA could be explained by variance in the GPA earned by CCTC students prior to transfer to senior institutions. GPA data was analyzed using the correlation procedure in SPSS and a two-tailed test of significance was performed. Table 10 and Figures 11 and 12 present the data on the correlation matrix. The results of the correlation analysis indicate that the GPA at CCTC for students transferring to senior institutions is positively related ($\alpha = 0.01$) to the GPA at senior institutions.

Further data analysis on the GPA statistics at CCTC and the senior institutions are depicted in Tables 11, 12, and 13.

Table 9. Cumulative GPA Comparison between CCTC and Senior Institutions for Students Transferring with 12 or More Credits (Academic Years 1993 through 1996)

Student Group	Cumulative GPA at CCTC	Cumulative GPA at Senior Institution	First Semester GPA at Senior Institution*
All	2.97	2.54	2.64
Gender:			
Male	2.96	2.48	2.70
Female	2.98	2.58	2.62
Ethnicity:			
White	3.05	2.59	2.79
Black	2.84	2.29	2.32
Hispanic	2.84	2.61	3.29
Others	3.07	2.77	2.73
Age:			
< 20	2.56	1.90	N/A
20 - 29	2.90	2.31	2.32
30 - 39	3.09	2.79	2.93
40 - 49	3.02	2.61	2.58
50 +	3.38	3.25	3.83

* Less than 50% of the first semester GPA statistics were reported by senior institutions.

Figure 7. **GPA of CCTC Students Prior to Transfer to Senior Institutions, Based on Gender**

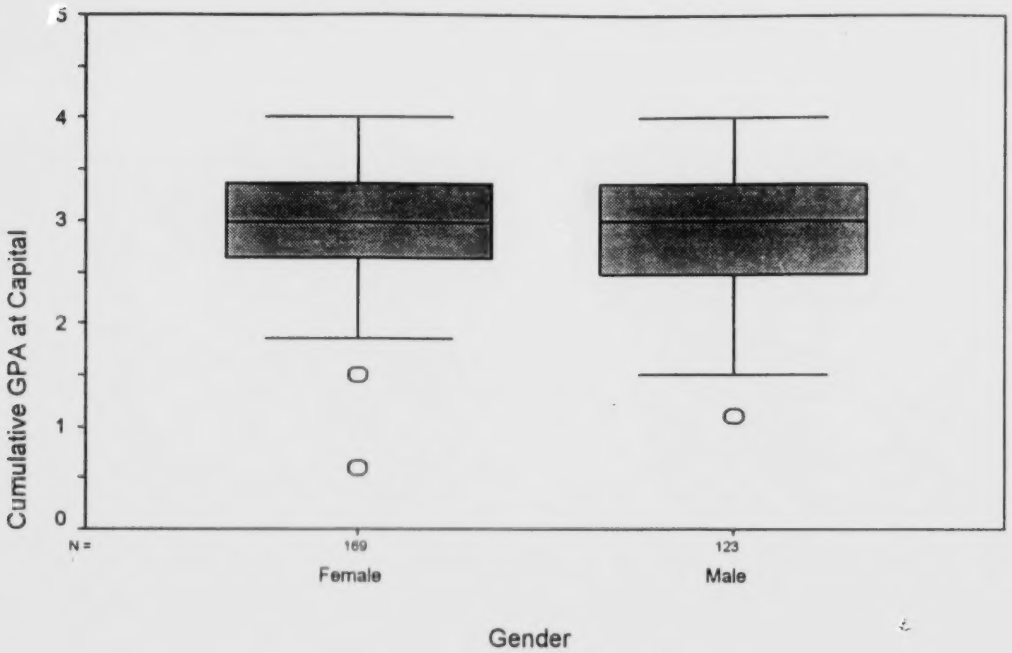

Figure 8. **GPA of CCTC Students after Transfer to Senior Institutions, Based on Gender**

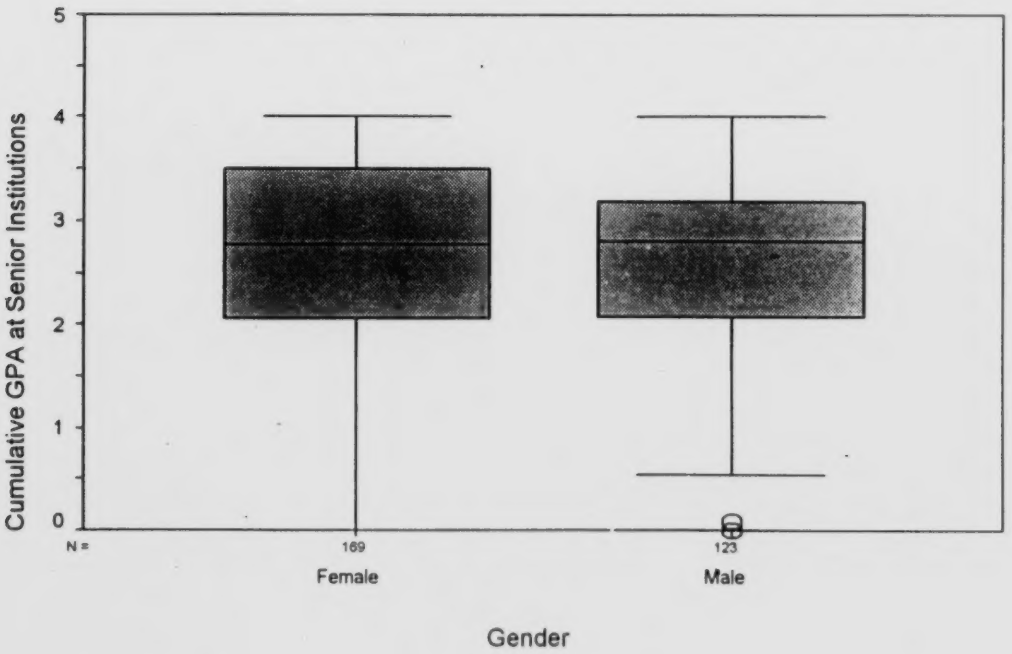

Figure 9. **GPA of CCTC Students Prior to Transfer to Senior Institutions, Based on Ethnicity**

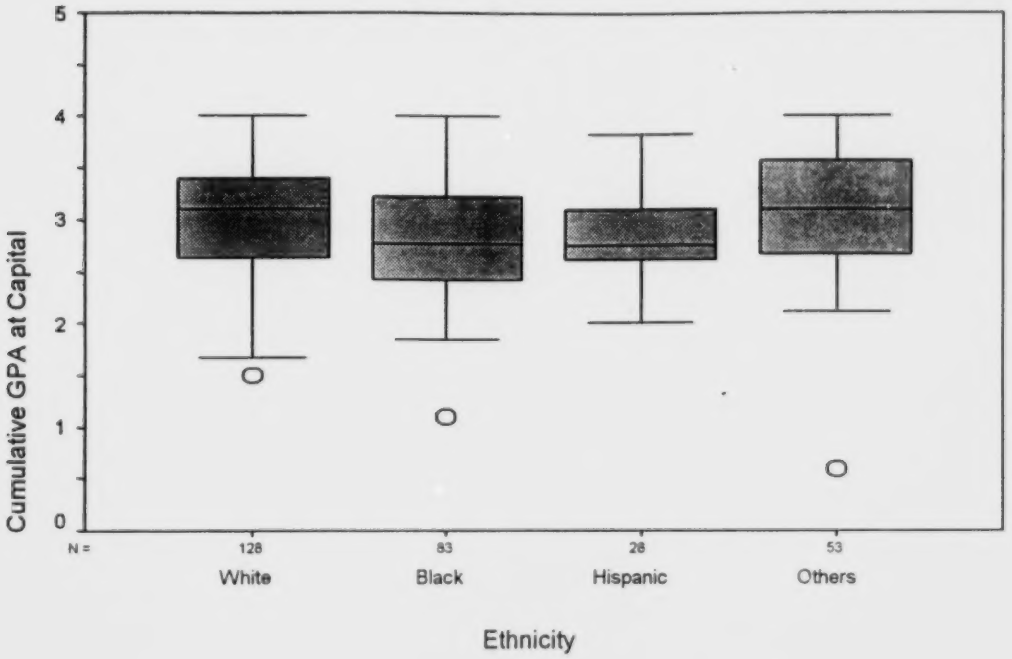

Figure 10. **GPA of CCTC Students after Transfer to Senior Institutions, Based on Ethnicity**

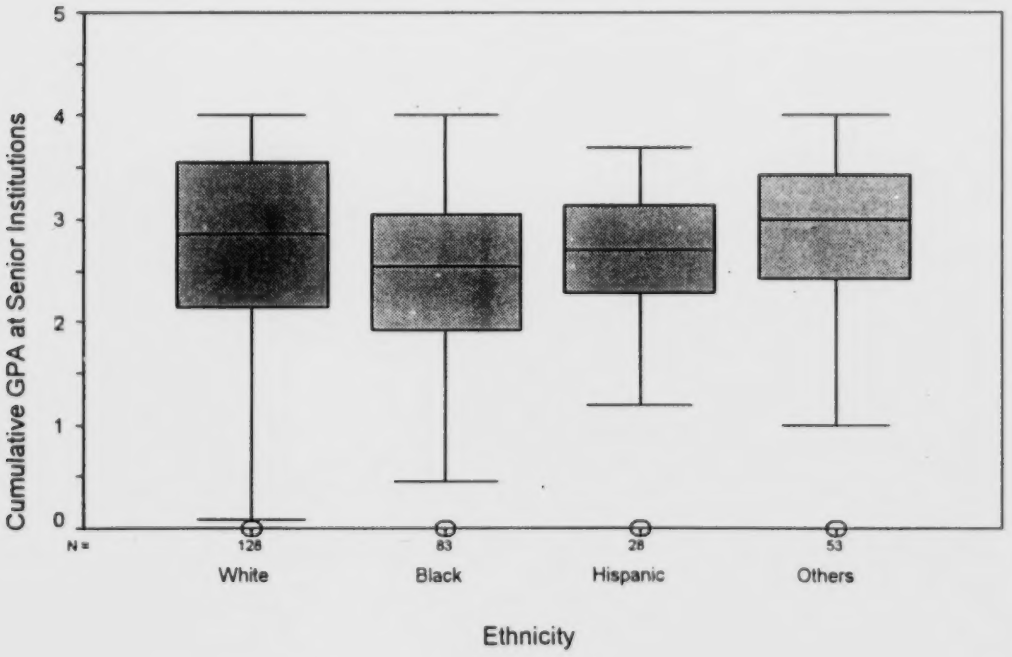

Table 10. Pearson Correlation Matrix of GPA of Transfer Students at CCTC and Senior Institutions (Academic Years 1993 through 1996)

	Overall GPA at Capital	First Semester GPA at Senior Institutions	Overall GPA at Senior Institutions
Overall GPA at Capital	1.000	0.428*	0.367*
First Semester GPA at Senior Institutions	0.428*	1.000	N/A
Overall GPA at Senior Institutions	0.367*	N/A	1.000

Correlation was significant at the 0.01 level (two-tailed).

Figure 11. Correlation between the Cumulative GPA at Capital and the Cumulative GPA at Senior Institutions

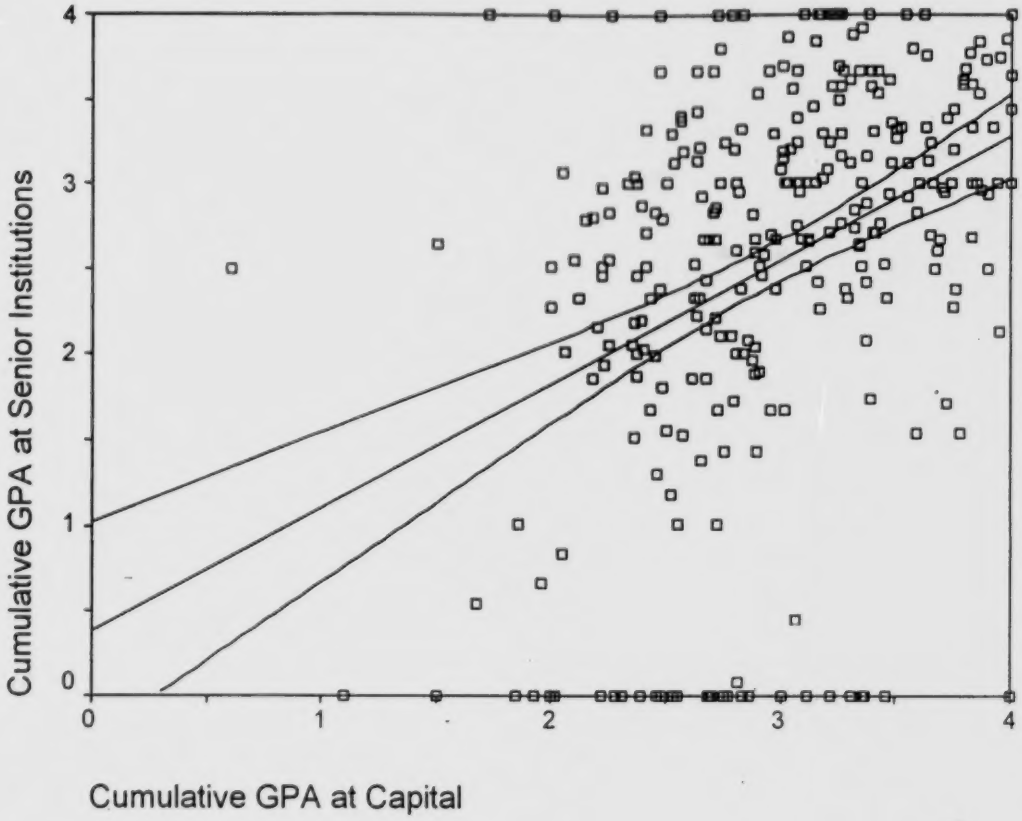

Figure 12. **Correlation between the Cumulative GPA at Capital and the First Semester GPA at Senior Institutions**

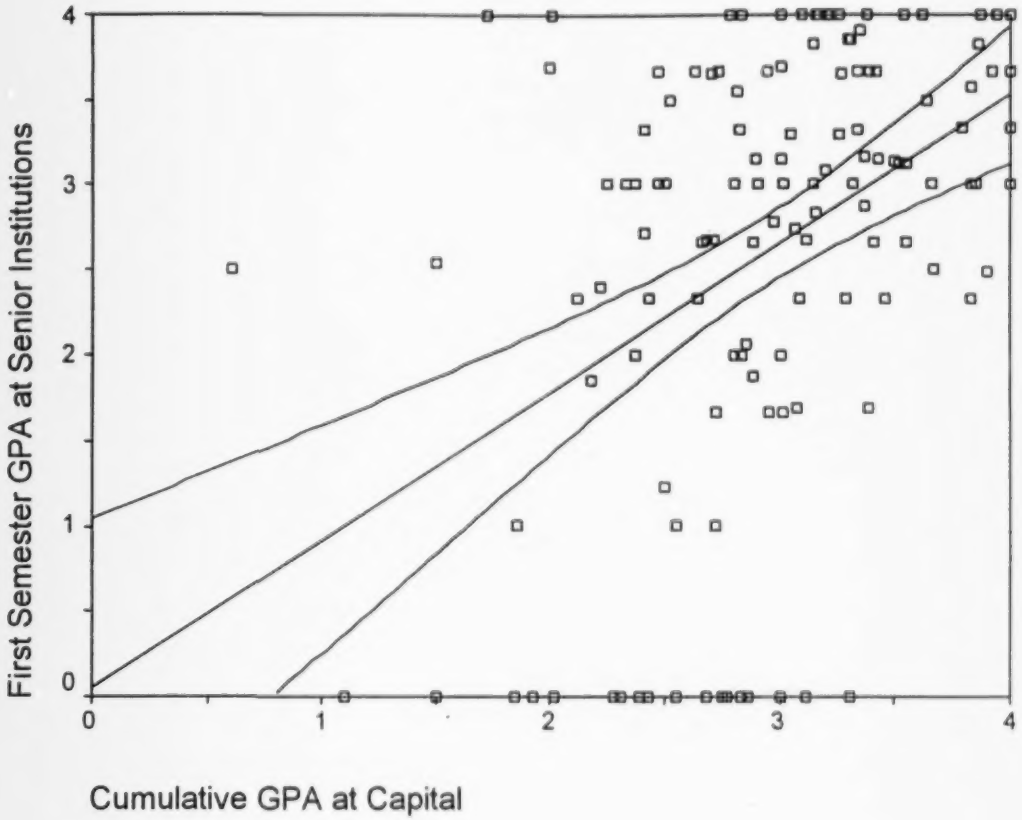

Table 11. GPA Statistics of Former CCTC Students (at CCTC) who Transferred to Senior Institutions with 12 or More Credits (Academic Years 1993 through 1996)

Major	Mean	Minimum	Maximum	Standard Deviation*
Accounting	3.088	2.173	3.943	0.527
Accounting Certificate	3.312	3.312	3.312	-
Administrative Assistant	2.466	2.466	2.466	-
Allied Health Administration	3.427	3.244	3.566	0.165
Architectural Engineering Technology	2.792	2.000	3.373	0.531
Business Management	2.666	2.100	3.175	0.470
Chemical Engineering Technology	3.404	3.025	3.887	0.316
Civil Engineering Technology	3.029	2.218	3.801	0.608
Computer Engineering Technology	2.901	2.566	3.333	0.323
Computer Programming	3.300	3.300	3.300	-
Data Processing	3.127	1.848	4.000	0.653
Data Processing Technology	3.762	3.762	3.762	-
Early Childhood Education	3.135	2.776	3.830	0.602
Electrical & Comp Engineering Technology	1.100	1.100	1.100	-
Electrical Engineering Technology	3.067	2.016	4.000	0.590
EMT/Paramedic Certificate	2.730	2.730	2.730	-
Executive Secretary	2.428	2.428	2.428	-
General Studies	2.464	2.464	2.464	-
Liberal Arts	2.955	1.671	3.982	0.556
Management	3.002	2.325	3.746	0.576
Manufacturing Engineering Technology	3.087	2.050	3.815	0.569
Marketing Management	3.190	3.190	3.190	-
Mechanical Engineering Technology	2.936	2.045	3.647	0.629
Non-Degree	3.038	1.929	3.895	0.497
Nursing	2.859	2.010	4.000	0.411
Office Administration	2.519	2.219	2.818	0.424
Professional Secretary	3.685	3.685	3.685	-
Radiology Technology	3.315	3.010	3.620	0.431

* - indicates one student in the database.

Table 12. Senior Institution GPA Statistics of Former CCTC Students who Transferred with 12 or More Credits (Academic Years 1993 through 1996)

Major	Mean	Minimum	Maximum	Standard Deviation*
Accounting	2.763	1.940	3.860	0.565
Anthropology	2.889	2.190	3.588	0.989
Architectural Engineering Technician	0.000	0.000	0.000	-
Art/Design	2.795	2.520	3.070	0.389
Biology	2.332	0.000	3.570	1.359
BioMedTc	3.640	3.500	3.800	0.151
Business Administration - Financial	3.300	3.300	3.300	-
Business Administration - Management	3.285	3.010	3.560	0.389
Business Administration - Marketing	3.300	3.300	3.300	-
ChemCSci	3.000	3.000	3.000	-
Chemistry	1.780	0.000	3.210	1.635
Chemistry Clin	3.640	3.540	3.740	0.141
Civil Engineering	3.170	3.170	3.170	-
Civil Engineering Technology	3.067	2.830	3.390	0.290
Communication	2.190	1.850	2.530	0.481
Computer Science	2.045	0.000	3.444	0.966
Early Childhood Education	3.590	3.590	3.590	-
Economics	2.514	2.050	2.963	0.457
Economics & Finance	2.917	1.670	4.000	0.956
Education-History Coordinate	2.429	2.429	2.429	-
Electrical Engineering	1.040	0.000	2.080	1.471
Electronic Engineering Technician	1.000	1.000	1.000	-
Elementary Education	3.170	3.170	3.170	-
Engineering	2.689	2.689	2.689	-
English	3.210	3.120	3.300	0.127
English EL	2.525	2.110	2.940	0.587
FA/Theater	2.960	2.960	2.960	-
Finance	2.405	2.130	2.680	0.389
General Studies/Basic Studies	1.850	1.850	1.850	-
Geography/Pln	3.250	3.250	3.250	-
GST	2.715	1.550	3.880	1.648
Health Science	3.420	3.000	3.840	0.594
History	2.535	2.520	2.550	0.021
Human Services	2.840	2.840	2.840	-

Major	Mean	Minimum	Maximum	Standard Deviation*
Int Business	3.310	3.310	3.310	-
Interdisciplinary Student Designed	2.518	2.518	2.518	-
IT-Construction	3.042	2.020	3.690	0.693
IT-Electrical	2.842	2.430	3.130	0.303
IT-OccSa	3.135	2.700	3.570	0.615
Italian	4.000	4.000	4.000	-
Legal Studies	2.330	2.330	2.330	0.000
Management	2.007	0.000	3.670	1.114
Manufacturing Engineering	3.007	1.430	3.770	0.867
Marketing	2.947	2.280	3.540	0.522
Math	1.275	0.000	2.550	1.803
Math EL	2.010	2.010	2.010	-
Math/Accounting	3.457	3.320	3.610	0.146
Mechanical Engineering Technology	2.812	1.520	3.430	0.778
MIS	2.835	2.440	3.000	0.265
Non-Matriculated	2.532	0.000	4.000	1.432
Nursing	2.960	0.000	4.000	0.980
PE Coach	2.770	2.770	2.770	-
PE School	3.760	3.760	3.760	-
Political Science	2.665	2.330	3.000	0.474
Pre-Business	0.633	0.000	2.100	0.874
Pre-Communication	0.540	0.540	0.540	-
Psychology	2.214	0.000	4.000	1.377
Psychology & Communication	2.520	2.520	2.520	-
Religion	3.141	3.141	3.141	-
Respiratory Therapy	1.000	1.000	1.000	-
Social Science	3.030	3.030	3.030	-
Social Work	3.080	2.790	3.570	0.427
Sociology	2.113	0.660	3.000	0.789
Span Elem	3.250	3.250	3.250	-
Spanish	3.010	2.930	3.090	0.113
Special Education	2.470	2.470	2.470	-
Specialized Studies	3.140	3.140	3.140	-
Women's Studies	4.000	4.000	4.000	-

* - indicates one student in database.

Table 13. Senior Institution First Semester GPA Statistics of Former CCTC Students who Transferred with 12 or More Credits (Academic Years 1993 through 1996)

Major	Mean*	Minimum*	Maximum*	Standard Deviation**
Accounting	3.700	3.700	3.700	-
Anthropology	3.333	3.333	3.333	-
Architectural Engineering Technician	0.000	0.000	0.000	-
Art/Design	-	-	-	-
Biology	1.953	0.000	3.148	1.705
BioMedTc	-	-	-	-
Business Administration - Financial	3.300	3.300	3.300	-
Business Administration - Management	2.500	1.700	3.300	1.131
Business Administration - Marketing	3.500	3.500	3.500	-
ChemCSci	-	-	-	-
Chemistry	-	-	-	-
Chemistry Clin	-	-	-	-
Civil Engineering	3.160	3.160	3.160	-
Civil Engineering Technology	-	-	-	-
Communication	-	-	-	-
Computer Science	2.720	1.880	3.333	0.623
Early Childhood Education	3.580	3.580	3.580	-
Economics	4.000	4.000	4.000	-
Economics & Finance	2.917	1.670	4.000	0.956
Education-History Coordinate	2.833	2.833	2.833	-
Electrical Engineering	1.035	0.000	2.070	1.464
Electronic Engineering Technician	1.000	1.000	1.000	-
Elementary Education	-	-	-	-
Engineering	2.333	2.333	2.333	-
English	-	-	-	-
English EL	-	-	-	-
FA/Theater	-	-	-	-
Finance	-	-	-	-
General Studies/Basic Studies	1.850	1.850	1.850	-
Geography/Pln	-	-	-	-
GST	2.540	1.230	3.850	1.853
Health Science	3.415	3.000	3.830	0.587
History	-	-	-	-

Major	Mean*	Minimum*	Maximum*	Standard Deviation**
Human Services	3.000	3.000	3.000	-
Int Business	-	-	-	-
Interdisciplinary Student Designed	3.000	3.000	3.000	-
IT-Construction	-	-	-	-
IT-Electrical	-	-	-	-
IT-OccSa	-	-	-	-
Italian	-	-	-	-
Legal Studies	2.330	2.330	2.330	0.000
Management	2.904	1.670	3.670	0.828
Manufacturing Engineering Technology	-	-	-	-
Marketing	3.203	2.880	3.700	0.351
Math	-	-	-	-
Math EL	-	-	-	-
Math/Accounting	-	-	-	-
Mechanical Engineering Technology	-	-	-	-
MIS	-	-	-	-
Non-Matriculated	2.523	0.000	4.000	1.457
Nursing	3.070	0.000	4.000	1.162
PE Coach	-	-	-	-
PE School	-	-	-	-
Political Science	2.330	2.330	2.330	-
Pre-Business	-	-	-	-
Pre-Communication	-	-	-	-
Psychology	0.000	0.000	0.000	-
Psychology & Communication	2.400	2.400	2.400	-
Religion	3.500	3.500	3.500	-
Respiratory Therapy	1.000	1.000	1.000	-
Social Science	-	-	-	-
Social Work	-	-	-	-
Sociology	2.667	2.667	2.667	-
Span Elem	-	-	-	-
Spanish	-	-	-	-
Special Education	-	-	-	-
Specialized Studies	-	-	-	-
Women's Studies	4.000	4.000	4.000	-

* - indicates senior institution did not supply adequate data.

** - indicates one student in database.

Q10. What is the credit hour completion pattern of former CCTC students after transferring to senior institutions?

Table 14 presents data on the number of credit hours earned by former CCTC students after transferring to senior institutions. There was considerable variability in the number of credit hours completed by former CCTC students at senior institutions. Approximately 45.6 percent of the students had earned less than 12 credit hours and only 16.1 percent of the students had earned over 60 credit hours at the senior institutions.

Table 14. **Credit Hours Earned by Former CCTC Students (292) after Transfer to Senior Institutions (Academic Years 1993 through 1996)**

Student Group	Totals	Credit Hours						
		6 or less	7 - 12	13 - 24	25 - 36	37 - 48	49 - 60	61 +
All	**100.0**	**35.3**	**10.3**	**13.4**	**8.9**	**6.8**	**9.2**	**16.1**
Gender:								
Male	**42.1**	11.6	5.8	6.2	3.4	3.1	4.1	7.9
Female	**57.9**	23.6	4.5	7.2	5.5	3.8	5.1	8.2
Ethnicity:								
White	**43.8**	18.2	3.4	4.1	3.1	3.1	5.1	6.8
Black	**28.4**	10.6	3.4	4.8	3.8	1.4	1.4	3.1
Hispanic	**9.6**	1.4	0.7	3.1	1.0	0.7	0.7	2.1
Others	**18.2**	5.1	2.7	1.4	1.0	1.7	2.1	4.1
*Age:**								
< 20	**1.1**	0.0	0.0	0.4	0.4	0.0	0.0	0.4
20 - 29	**51.8**	12.7	7.2	7.2	4.3	4.3	5.1	10.9
30 - 39	**33.3**	12.7	2.5	4.3	3.6	2.5	4.0	3.6
40 - 49	**12.0**	7.6	0.0	1.4	0.4	0.0	0.7	1.8
50 +	**1.8**	1.1	0.0	0.4	0.4	0.0	0.0	0.0

* 16 (5.5%) of the students are of unknown age and not included in the age section of this table.

Q11. How do former CCTC students rate the quality of academic and student services at CCTC?

This was a self-reported questionnaire which was sent to the former CCTC students in the second phase of this study. The purpose of the questionnaire was two fold: 1) to examine the students' goals and to measure the extent to which they have achieved their goals; 2) to gather information on the students' perceptions of their satisfaction with the quality of academic and student services offered at CCTC. Tables 15 and 16 depict the data on the student's perceptions of the CCTC services. The following is a summary of the findings:

Services that received the highest ratings by former CCTC students:
(Percentage of students who perceived the services as Excellent or Good)

Student Services	
Grade reporting / Transcript processing	80.6%
Business and Administrative services	70.2%
Registration process	69.0%
Learning Resource Center (Library)	65.7%
Academic Services	
Content of courses	88.3%
Overall quality of instruction in my curriculum	87.3%
Overall quality of instruction at the college	87.2%
Faculty performance in classroom	85.1%
Faculty/student class interaction	80.2%

Services that received the lowest ratings by former CCTC students:
(Percentage of students who perceived the service as Fair or Poor)

Student Services	
Counseling for program/course selection	31.7%
Registration process	30.9%
Academic Services	
Instructional support for my curriculum	27.2%
Instructional support for my major	24.2%

Services that students did not utilize:
(Percentage of students who Did Not Use the service)

Student Services	
Intramural sports	77.9%
Counseling for personal problems	74.0%
Extracurricular activities	65.3%
Assistance in finding employment	63.8%
Student organizations	63.2%
Academic Services	
Tutorial services/learning assistance	46.8%

Table 15. Perceptions of Former CCTC Students on the Quality of Student Services Provided by CCTC

Student Services	Excellent	Good	Fair	Poor	Did Not Use
Registration process	14.4	54.6	23.7	7.2	0.0
Business and Administrative services	14.9	55.3	18.1	2.1	9.6
Financial Aid Assistance	13.4	20.6	9.3	5.2	51.5
College Publications	11.7	45.7	19.1	2.1	21.3
Student Orientation Class	7.2	17.5	22.7	1.0	51.5
Grade reporting/Transcript processing	28.6	52.0	14.3	5.1	0.0
Learning Resource Center (Library)	18.8	46.9	18.8	4.2	11.5
Counseling for program/course selection	19.4	31.6	23.5	8.2	17.3
Counseling for personal problems	5.2	9.4	9.4	2.1	74.0
Student organizations	6.3	15.8	13.7	1.1	63.2
Intramural sports	3.2	1.1	6.3	11.6	77.9
Extracurricular activities	2.1	7.4	15.8	9.5	65.3
Availability of cultural activities	5.3	13.7	17.9	5.3	57.9
Assistance in finding employment	6.4	8.5	9.6	11.7	63.8
Graduation process	18.8	29.2	14.6	3.1	34.4
Overall	**11.8**	**27.3**	**15.8**	**5.3**	**39.8**

Table 16. Perceptions of Former CCTC Students on the Quality of Academic Services Provided by CCTC

Academic Services	Excellent	Good	Fair	Poor	Did Not Use
Academic advisement provided by faculty	24.5	38.3	14.9	4.3	18.1
Content of courses	23.4	64.9	6.4	4.3	1.1
Developmental courses	9.9	54.9	11.0	1.1	23.1
Instructional support for my curriculum	14.1	41.3	25.0	2.2	17.4
Instructional support for my major	16.5	40.7	20.9	3.3	18.7
Computer laboratories	18.1	39.4	13.8	4.3	24.5
Tutorial services/learning assistance	18.1	24.5	7.4	3.2	46.8
Testing and grading practices of faculty	21.1	57.9	16.8	2.1	2.1
Faculty/student class interaction	28.1	52.1	15.6	2.1	2.1
Faculty performance in the classroom	28.7	56.4	12.8	1.1	1.1
Overall quality of instruction in my curriculum	28.4	58.9	10.5	1.1	1.1
Overall quality of instruction at the college	26.6	60.6	11.7	1.1	0.0
Overall	**21.5**	**49.2**	**13.9**	**2.5**	**12.9**

Q12. Does gender or ethnicity make a difference in the academic achievement of students who transfer to four-year institutions?

Table 17 presents data on the academic achievement, based on GPA, of former CCTC students who transferred to senior institutions. Overall, female students had slightly higher GPAs than male students both at CCTC and the senior institutions. However, no particular ethnic group outranked all the others. For male students, those in the "other" category did best at CCTC, while Hispanics did the best at senior institutions. As for females, White students did the best at CCTC, while those in the "other" category did the best at senior institutions.

Table 17. GPA Pattern of Former CCTC Students (292) who Transferred to Senior Institutions (Academic Years 1993 through 1996)

Gender	Ethnicity	Average GPA at CCTC	Average GPA at 4-year
Male		**2.95**	**2.49**
	White	2.96	2.48
	Black	2.86	2.29
	Hispanic	2.89	2.73
	Other	3.06	2.67
Female		**2.97**	**2.56**
	White	3.08	2.66
	Black	2.85	2.29
	Hispanic	2.83	2.54
	Other	3.05	2.86

Conclusion:

The results of this research indicated that of the total CCTC transfer students reported by senior institutions during the academic years 1993 through 1996, approximately 38.4 percent were male and 61.6 percent female. The ethnic background of the transfer students was reported as 45.0 percent White, 28.7 percent Black, 9.9 percent Hispanic, 8.6 percent others, and 7.8 percent of unknown category. Except for the "other" ethnic category, female students transferring to senior institutions have outnumbered male students. The percentage of Hispanic students who transferred was proportionally lower than the percentage of headcount enrollment among all ethnic groups, followed by Black students. The result of the data analysis indicated that a significant proportion of the students (81.6%) who transferred to senior institutions were between the ages of 20 and 39 years old.

Central Connecticut State University reported the highest number of transfers (49.4 percent), followed by University of Hartford (30.0 percent), Regents College (10.1 percent), Trinity College (5.0 percent), Teikyo Post University (2.6 percent), Albertus Magnus College (1.3 percent), Sacred Heart University (0.4 percent), Columbia University (0.4 percent), Wesleyan University (0.2 percent), University of Massachusetts at Amherst (0.2 percent), University of Bridgeport (0.2 percent), and State University of New York at Buffalo (0.2 percent).

Transfer students' exposure to Capital Community-Technical College was substantial. Approximately 3.1 percent of students had earned less than 6 credit hours and 58.9 percent of students had earned over 60 credit hours at CCTC prior to transfer. Fewer than 8.2 percent had earned less than 12 credit hours and a significant proportion of students (20.5 percent) had earned 80 or more credit hours - well beyond the minimum requirement for graduation in the Associate degree program at CCTC. The modal observation for the number of earned credit hours was between 60 and 79.

Overall, the number of transfer credits accepted by the senior institutions was lower than the number of credits earned at Capital Community-Technical College. The average number of credit hours accepted by senior institutions was 44 with a standard deviation of 29.1 compared to the average number of credit hours completed prior to transfer was 60 with a standard deviation of 29.4. This constitutes an average loss of 16 credit hours of community college course work.

Approximately 60 percent of the students who transferred to senior institutions had matriculated in five academic majors and slightly less than 18 percent of transfer students had enrolled in a non-degree status while attending Capital. The highest percentage of students who transferred to senior institutions were matriculated in the following majors: Liberal Arts (31.9 percent), Nursing (15.1 percent), Accounting (4.5 percent), and Data Processing (4.5 percent).

Of the 464 students who were reported in our transfer database, 242 (52.2 percent) had graduated from CCTC in a certificate or associate's degree program prior to transfer. Approximately three-fourths (76.4 percent) of the students who graduated from CCTC prior to transferring to senior institutions were matriculated in the following majors: Liberal Arts; Nursing; Electrical Engineering Technology; Accounting; Data Processing; Manufacturing Engineering Technology.

Female graduates who transferred outnumbered male by approximately 60 to 40. Also, the percentage of white students (39.7 percent) who graduated prior to transfer was greater than the percentage of Black students (30.6 percent), followed by Hispanic students (10.3 percent).

Overall, the students achieved grades well above passing levels at both CCTC and the transferring institutions. As a group, they achieved an overall GPA of 2.97 at CCTC compared to an overall GPA of 2.54 at the senior institutions. In addition, their overall first semester GPA at senior institutions dropped slightly from the cumulative 2.97 at CCTC to 2.64, a change of 13 percent. The cumulative GPA for female students at CCTC and the senior institutions was higher than male. The result of the correlation analysis indicated that the GPA at CCTC for students transferring to senior institutions is positively correlated (at the level of $\alpha = 0.01$) to the GPA at senior institutions.

Of the total number of students (101) who participated in the second phase of this study, 71.3 percent indicated that their intended educational goal at the time they enrolled at CCTC was to obtain an Associate degree and 36.6 percent indicated that they intended to prepare for transfer to another college. It is important to note that 93.1 percent of the former CCTC students who transferred to senior institutions acknowledged that they have met their educational goals to some extent (31.7 percent), or to a great extent (61.4 percent).

Finally, the following services received the highest ratings by former CCTC students:
(Percentage of students who perceived the services as Excellent or Good)

Student Services	
Grade reporting / Transcript processing	80.6%
Business and Administrative services	70.2%
Registration Process	69.0%
Learning Resource Center (Library)	65.7%
Academic Services	
Content of courses	88.3%
Overall quality of instruction in my curriculum	87.3%
Overall quality of instruction at the college	87.2%
Faculty performance in classroom	85.1%
Faculty/student class interaction	80.2%

The following services received the lowest ratings by former CCTC students: (Percentage of students who perceived the service as Fair or Poor)

Student Services	
Counseling for program/course selection	31.7%
Registration process	30.9%
Academic Services	
Instructional support for my curriculum	27.2%
Instructional support for my major	24.2%

Services that students did not utilize:
(Percentage of students who Did Not Use the service)

Student Services	
Intramural sports	77.9%
Counseling for personal problems	74.0%
Extracurricular activities	65.3%
Assistance in finding employment	63.8%
Student organizations	63.2%
Academic Services	
Tutorial services/learning assistance	46.8%

Appendix A Capital Community-Technical College Mission Statement, 1997

Capital Community-Technical College, located in the center of Hartford, is a public, open-door, educational institution rooted in the metropolitan community it serves. Its mission is to provide continually evolving higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, and industry.

The college fulfills its mission by:

- Offering associate degree and certificate programs, and workforce training to prepare individuals for transfer education, career opportunities, and lifelong learning;
- Providing programs and student support services that enable students to develop learning and critical thinking skills, self-confidence, personal growth, and cultural enrichment;
- Maintaining an environment committed to learning and teaching, the collegial process, and the respectful and vigorous dialogue which nourishes active participation and service in contemporary society.

Approved by the Strategic Planning Committee, November 4, 1997

Appendix B Data on Senior Institutions to which Survey Requests Were Sent

Of the fifty-eight senior institutions that were contacted, 31 did not reply, 14 replied but did not have any enrollees, 4 replied but did not provide sufficient usable data, and 9 institutions replied with sufficient data.

No Reply: (31)

Bates College
Bay Path
Becker College
Briarwood College
Cornell University
Eastern Connecticut State University
Endicott College
Fairfield University
Johnson and Wales University
Lesley College
Massachusetts Maritime Academy
Mount Holyoke
New Hampshire College
Newbury College
Paier College of Art
Quinnipiac College
Rivier College
Roger Williams University
Smith College
Southern Connecticut State University
Springfield College
St. Joseph's College (ME)
St. Joseph College
State University of New York
University of Connecticut at Storrs
University of Maine
University of Massachusetts at Lowell
University of New Haven
Wentworth Institute of Technology
Western New England College
Western Connecticut State University

Replied, but no enrollees: (14)

Boston University
Connecticut College
Harvard University
Pine Manor College
Regis College
Rensselaer Polytechnic Institute
Seton Hall University
State University of NY at Albany
State University of NY at Binghamton
Unity College
University of Rhode Island
University of South Dakota
Worcester Polytech Institute
Yale

Replied, but did not provide sufficient data: (4)

Charter Oak State College
Columbia University
Regents College
Sacred Heart University

Replied, with sufficient data: (9)

Albertus Magnus College
Central Connecticut State University
State University of NY at Buffalo
Teikyo Post University
Trinity College
University of Bridgeport
University of Hartford
University of Massachusetts at Amherst
Wesleyan University

Appendix C Cover Letter which Was Sent to Senior Institutions

CAPITAL
Community-Technical
COLLEGE

Office of the President

Woodland Campus
61 Woodland Street
Hartford, CT 06105-2354
(203) 520-7801
FAX 520-7911

Capital Community-Technical College is currently conducting a research study designed to track students who transfer to four-year institutions. It is important that we be able to identify CCTC students who transferred to your institution in the past three years - Fall 1993 through Fall 1996. We would appreciate your passing this request along to your research office or to the person who can provide any or all of the following information to us regarding former CCTC students. The information will be kept confidential and will be used only for research purposes at CCTC. You may provide the data in dBase 3+ or ASCII format, or even as copies of student transcripts.

1. Name
2. Social Security Number
3. Current Address
4. First semester enrolled at your college
5. Class status at time of enrollment (Freshman, Sophomore, Junior, Senior)
6. Major field of study at your college (CIP Code)
7. First semester GPA at the college
8. Cumulative GPA at the college
9. Number of hours accepted from CCTC
10. Number of hours attempted at your college
11. Number of hours completed at the college
12. Number of students who applied but were not accepted by your college.

Thank you for your assistance in this matter. We will be happy to share the results of our study with you. Please call me if you have any questions.

Flatbush Campus
401 Flatbush Avenue
Hartford, CT 06106-3798
FAX 987-4806

A Member of the Connecticut Community-Technical College System

An Equal Opportunity Employer

Appendix D Questionnaire which Was Sent to Former CCTC Students Who Transferred to Senior Institutions

CAPITAL COMMUNITY-TECHNICAL COLLEGE
TRANSFER SURVEY
July 1997

Directions: Please use any soft-lead pencil to fill in the blanks indicating your responses. Some items may not apply to you. If you wish to change your response, erase your first mark and then mark the correct response. Unless directed to mark more than one response, select only one response for each item.

1. **What was your intended educational goal at the time you initially enrolled at CCTC?** **(Choose-all that apply.)**

- ☐ To obtain an Associate Degree
- ☐ To obtain a certificate degree
- ☐ To prepare for transfer to another college
- ☐ To complete a Vocation/Technical Program
- ☐ To obtain or maintain a certification
- ☐ To take some job-related courses
- ☐ To take some courses for personal satisfaction
- ☐ Others (please specify)_____

2. **Amount of education planned for the future?**

- ☐ Ph.D. and higher
- ☐ Master's degree
- ☐ Bachelor's degree
- ☐ Associate degree
- ☐ Professional degrees and diplomas
- ☐ None
- ☐ Others (please specify)_____

3. **To what extent have you achieved your educational goal (s)?**

- ☐ To a great extent
- ☐ To some extent
- ☐ Uncertain
- ☐ Hardly at all
- ☐ Not at all

4. **Please rate the quality of each of the following aspects of your CCTC experience. Circle only one answer for each item.**

A. Student Services	Excellent	Good	Fair	Poor	Did Not Use
Registration process	(4)	(3)	(2)	(1)	(0)
Business & Administrative services	(4)	(3)	(2)	(1)	(0)
Financial Aid Assistance	(4)	(3)	(2)	(1)	(0)
College Publications	(4)	(3)	(2)	(1)	(0)
Student Orientation Class	(4)	(3)	(2)	(1)	(0)
Grade reporting/transcript processing	(4)	(3)	(2)	(1)	(0)
Learning Resource Center (Library)	(4)	(3)	(2)	(1)	(0)
Counseling for Program/course selection	(4)	(3)	(2)	(1)	(0)
Counseling for personal problems	(4)	(3)	(2)	(1)	(0)
Student organizations	(4)	(3)	(2)	(1)	(0)
Intramural Sports	(4)	(3)	(2)	(1)	(0)
Extracurricular Activities	(4)	(3)	(2)	(1)	(0)
Availability of Cultural Activities	(4)	(3)	(2)	(1)	(0)
Assistance in finding employment	(4)	(3)	(2)	(1)	(0)
Graduation Process	(4)	(3)	(2)	(1)	(0)

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... Continued from page 1.

TRANSFER SURVEY

July 1997

B. Academic Services	Excellent	Good	Fair	Poor	Did Not Use
Academic advisement provided by faculty	(4)	(3)	(2)	(1)	(0)
Content of courses	(4)	(3)	(2)	(1)	(0)
Developmental courses	(4)	(3)	(2)	(1)	(0)
Instructional Support for my curriculum	(4)	(3)	(2)	(1)	(0)
Instructional Support for my Major	(4)	(3)	(2)	(1)	(0)
Computer Laboratories	(4)	(3)	(2)	(1)	(0)
Tutorial services/learning assistance	(4)	(3)	(2)	(1)	(0)
Testing and grading practices of faculty	(4)	(3)	(2)	(1)	(0)
Faculty/student class interaction	(4)	(3)	(2)	(1)	(0)
Faculty performance in classroom	(4)	(3)	(2)	(1)	(0)
Overall quality of instruction in my curriculum	(4)	(3)	(2)	(1)	(0)
Overall quality of instruction at the college	(4)	(3)	(2)	(1)	(0)

The faculty of Capital Community Technical college would appreciate it if you could take an extra minute to make any comments concerning the strengths and weaknesses of curricula and services offered at CCTC. Please feel free to write comments in the following space. Thank you for participating in this research.

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Appendix E List of Majors Offered at CCTC

CIP	Definition
000300	Accounting
000502	Business Administration: Management
000508	Business Administration: Accounting
000514	Business Administration: Health Care Administration
000516	Business Administration: Data Processing Opt
000530	Business Administration: Data Processing
000900	Business Management
000904	Business Management: Administrative Assistant
000905	Business Management: Bank Management
001100	Secretarial Science: Executive Secretary Option
001102	Secretarial Science: Foreign Language
001200	Secretarial Science: Legal Secretary Option
001800	Secretarial Science: Medical Secretary Option
002100	Secretarial Science: Administrative Assistant
002101	Administrative Assistant: Information Processing
002401	Office Admin: Professional Secretary
002402	Office Admin: Word Information Processing Specialist
002415	Office Admin: Administrative Assistant Option
002425	Office Admin: Administrative Assistant
005100	Accounting Certificate
005101	Advanced Accounting Certificate
005302	Business Administration Management Certificate
005702	Marketing Certificate
006002	Secretarial Studies Intensive Certificate
006438	Office Admin: Administrative Assistant Certificate
006500	Clerk Typist Certificate
008200	Secretarial Science: Word Processing Certificate
009205	Accelerated Office Administrative Training Certificate
009210	Office Admin: Administrative Assistant Certificate
010100	Data Processing
010101	Computer Information Systems
015100	Computer Programming Certificate
015108	Accelerated Computer Programming Certificate
015300	Microcomputer Certificate
015305	Accelerated Microcomputer Certificate
020200	Medical Laboratory Technician
020300	Radiology Technology
020500	Nursing
020603	Medical Assistant
021301	Physical Therapist Assistant
025100	Pre-Allied Health Certificate
025120	Health Science Certificate

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Curriculum Code	Definition
025400	EMT/Paramedic Certificate
025401	EMT/Paramedic Degree
025402	EMT/Paramedic Certificate
025606	Medical Assisting Certificate
050400	Early Childhood Education
051000	Drug and Alcohol Rehabilitation Counselor
051002	Management of Substance Abuse Treatment Facilities
051799	Social Service
051801	Social Service: Law Enforcement Option
056000	Social Service Aide Certificate
056300	Early Childhood Education Certificate
060100	Liberal Arts & Sciences: General Studies Option
060107	Liberal Arts & Sciences: Music Option
060197	Liberal Arts
060199	Liberal Arts & Sciences
060200	General Studies
060221	General Studies: Pre-Nursing Option
065000	Studio Arts Certificate
065400	Labor Studies Certificate
070002	Civil Engineering Technology: Structural
070010	Mechanical Engineer Technology: Mach Design
070100	Chemical Engineering Technology
070101	Electrical Engineering Technology
070102	General Engineering Technology
070103	Manufacturing Engineering Technology
070104	Mechanical Engineering Technology
070155	Chemical Technology
070156	Chemical Technology: Biotechnology Option
070310	Data Processing Technology
070330	Computer Engineering Technology
070331	Electrical & Comp. Engineering Tech: Electrical Option
070332	Electrical & Comp. Engineering Tech: Computer Option
070500	Fire Technology & Administration
071100	Architectural Engineering Technology
071200	Civil Engineering Technology
071700	Building Facilities Technology
073100	Engineering Pathway Certificate
073200	Technology Pathway Certificate
073400	Technological Studies
073401	Engineering Science
073421	Technological Studies: Wastewater Option
075000	Basic Technology Certificate
075401	Wastewater Certificate
075800	Computer Technology Certificate
075810	Basic Computerized Business Operations Certificate

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Curriculum Code	Description
075830	Basic Microcomputer Maintenance Certificate
075840	Local Area Network Operations Certificate
076100	Industrial Electronics Certificate
076910	Computer-Aided Drafting Certificate
076920	Computer-Aided Manufacturing Certificate
099995	Spec/Non-Degree/Technology
099996	Spec/Non-Credit
099998	Spec/Non-Degree/Matriculated
099999	Spec/Non-Degree/Non-Matriculated

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TRANSFER TO OTHER INSTITUTIONS

CCTC is especially proud of its programs for which credits are transferable to four-year institutions of higher education, both in and out of Connecticut.

Students planning to transfer to another institution are encouraged to consult with the admissions office of that institution and to seek the advice of a CCTC advisor and/or counselor.

TRANSFER TO THE CONNECTICUT STATE UNIVERSITY SYSTEM

Graduates of the Connecticut Community-Technical Colleges with a GPA of 2.0 or higher are guaranteed admission to the university of their choice within the Connecticut State University System.

Community-Technical College graduates admitted to the Connecticut State University of their choice shall be given the same consideration for admission to specific majors and admitted on the same terms as students who began their studies at the university. In the case of majors for which articulation agreements have been adopted, CTC students preparing for transfer should follow the terms of the articulation agreement regarding course prerequisites, grade point averages, and other requirements stated in the agreement.

Each University in the CSU System will apply to such graduates the same rules concerning the acceptability of "D" grades that it applies to its own students, i.e. as if such grades had been earned at the receiving university.

Graduates of the Community-Technical Colleges will be admitted as juniors and will be expected to complete two years of full-time (or equivalent part-time) study at the university to be eligible for the bachelor's degree.

Graduates of the Community-Technical Colleges must make application by the date and on the forms prescribed by the university, including the submission of all the required transcripts, documents, and fees.

Approved by the CSU Board of Trustees
March 29, 1996

TRANSFER TO SAINT JOSEPH COLLEGE

Capital Community-Technical College and Saint Joseph College have agreed to expand opportunities for CCTC graduates of Associate of Arts and Associate of Science programs who transfer to the Women's College or the McAuley Weekend College of SJC.

CCTC graduates who have completed programs in Business Administration: Accounting or Management; Early Childhood Education; and Liberal Arts and Sciences and who are recommended by CCTC will be eligible to enter SJC with Junior standing and at least 54 and up to 61 semester hours of transfer credit. Courses in basic skills or in disciplines not generally included in liberal arts programs may not be accepted for transfer. Courses taken at CCTC in programs other than those listed above might still be applicable toward degree programs at SJC. Interested students are advised to meet with a CCTC counselor.

ACADEMIC INFORMATION

STUDENT CLASSIFICATION

A full-time student is one who registers for 12 or more credits and/or effective credits per semester. All others are considered part-time. Both full- and part-time students may qualify for academic honors.

BASIC SKILLS PLACEMENT TESTING

To assure that students are adequately prepared for college- level courses, basic skills placement tests must be taken prior to registration. The results of these tests are used by the college staff to place students into appropriate courses. Exemptions from testing are detailed in appropriate material prior to each semester. The Counseling Center can provide more specific information. Students whose native language is other than English must take an ESL (English-as-a-Second Language) test.

ACADEMIC ADVISING

The purpose of the Academic Advising Program is to provide students with information about courses, programs and careers to facilitate the fulfillment of their educational and career goals. Students who have completed the admissions procedures and are enrolled in a program, or who have indicated a program preference, or who have accumulated 18 credits, are assigned to an Academic Advisor early in their first semester of study. Students must meet with their Advisor in order to complete a Program Planning Worksheet and be eligible to take advantage of early registration. College Counselors will continue to assist students with personal issues and meet with students who have not been assigned an Advisor.